

I got 95 Theses but the Pope ain’t one!

Your mission, should you choose to accept it (you don’t actually have a choice here, it just sounds cool), is to create a modern representation of Martin Luther’s life, starting at the writing and posting of the 95 Theses and ending with his Diet at Worms. Your script should combine the Theses you have come up with for Bremen and American society with the happenings of the Reformation sparked by Martin Luther’s posting of the 95 Theses. The script/video must prove an understanding of historic context while providing viewers with a “modernized” version of the story. You may use historic research and innovation to come up with a modern re-enactment of Luther’s story, or write a completely new story that keeps the foundational truths of the Reformation and its happenings alive.

The project will be completed in two stages. In the first stage, your group will perform research to gain a firm understanding of the Reformation and Martin Luther’s actions and consequences. This research may come in the form of class notes, the text book, and digital/print media. Using this research, your group will write a script that tells the story of the Reformation, while also introducing the Bremen Theses that were created in class. The script must be school appropriate and contain enough dialogue and action to incorporate the writing and posting of the 95 Theses, the reaction of the church, and the consequences of the Diet of Worms. This would require no less than ***3 ½ minutes of polished video.*** The script for the video must be written with dialogue and action and must be broken into different scenes that are ordered according to the action sequences. All group members are expected to help in the writing process and in helping to put together the script. This could be easily done using a program such as Google Docs. Once the script has been turned into and given the OK by Mr. Yoder, the second stage of the project begins in which your group actually records a performance of the script. In other words, the second part of the project is making the video. Once finished, the video file must be saved as an mp4, avi or wmv file. This will ensure that the video plays on most devices. ***The video file should be loaded onto facebook or Youtube AND burned to a DVD or put on a flash drive. Video files that do not playback will be counted as late with no exceptions given!*** The finished recordings will be played for the class and uploaded onto the BHSWorldCivb wikipage ([www.bhsworldcivb.wikispaces.com](http://www.bhsworldcivb.wikispaces.com)).

The project will be graded using the following rubric (see next page):

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| **Criteria** | **Excellent**  **(10 pts)** | **Good**  **(8 pts)** | **Proficient**  **(6 pts)** | **Unsatisfactory**  **(4 pts)** | **Pts** |
| **Group Script and Focus** | All group members contributed to a creative and original script; all group members remained on task during the process | Most of the group members contributed to a script that is fairly creative; time was usually used wisely | Most of the group members contributed to the script, but time was often wasted with “off-task” behavior | One or two group members wrote the script and much time was spent engaging in “off-task” behavior |  |
| **Group Video** | All group members are clearly seen and heard in the video; video follows script closely; video enriches to project concept | Most group members are seen and heard in the video; video mostly follows script; video follows project concept | Only 2 of the group members are featured in the video; video strays from script; project concept is loosely followed | Only 1 group member is featured; video is not based on script; project concept is not evident; video is “distracting” |  |
| **Historic Content** | 6 pieces of historic content are modernized to fit with script and representations are well explained in script | 5 pieces of historic content are modernized to fit with script and representations are well explained in script | 4 pieces of historic content are modernized to fit with script; representations are explained in script, but lack cohesiveness | 3> pieces of historic content are modernized to fit with script; explanations of representations are absent |  |
| **Bremen Theses Content** | All 4 of the group’s “Bremen Theses” are stated within the script and the video | 3 of the group’s 4 “Bremen Theses” are stated in the script and within the video | 2 of the group’s 4 “Bremen Theses” are stated in the script and within the video | 1 of the group’s 4 “Bremen Theses” are stated in the script and within the video |  |
| **Script Structure** | Script is structured to fit chronological action sequences and flows well; all actions and dialogue are present; props and locations are present; script is polished and professional; errors are minimal | Script is structured to fit chronological action sequences; most actions and dialogue are present; props and locations are sometimes missing; script is polished with few errors | Script lacks structure, but flow is noticeable; most actions and dialogue are present; props and locations are missing numerous times; script lacks polish and errors are noticeable | Script lacks structure and flow; actions and dialogue are present, but incomplete; props and locations are missing; errors are common |  |
| **Editing of Video File** | Video playback is seamless; audio and video match; audio is crisp; transitions and effects add to overall concept; creativity is evident; editing mishaps are not evident | Video playback is good; audio and video usually match; audio is usually understandable; transitions and effects are good; mishaps are few | Video playback is OK; audio and video usually match; audio is muffled or “vague”; transitions and effects do not add to video; many mishaps | Video does not playback or is poor; audio and video are separate; audio is hard to understand; editing mishaps ruin video |  |
| **Total Pts** |